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ABSTRACT

The Read with Me project was undertaken to help disadvantaged parents establish reading as a family priority. Included among the program's target audience were families residing at a 30-day shelter for homeless people, parents in adult basic education (ABE) classes, parents associated with a program for children from disadvantaged home settings, and teen parents. A curriculum to teach parents how to read to/with their children effectively was developed by the project director and presented at four workshops. Among the workshop activities were a model story hour program, training in reading aloud, and information on using the library. An instructional guide was developed to enable continuation of the Read with Me curriculum in the local community education program. Questionnaires administered to workshop participants before and after each workshop confirmed the workshops' effectiveness in meeting their stated goals. The Read with Me program will be incorporated into the local ABE program. (Attached to this project report is the instructional guide developed for workshops on reasons for reading aloud, reading activities for parents and children, the best books to read to children, and using the library. Appended and the pre- and postworkshop questionnaires, and workshop handouts. Contains 69 references.) (MN)

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FINAL REPORT

OF

R E A D W I T H M E

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A Section 353 Special Project #98-1010
July 1, 1990 - June 30, 1991

Project Supervisor - M. Margaret Welliver
Project Director - Christine L. Miller

Granted To: State College Area School District
Community Education
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State College, Pa. 16801
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333 Market Street, 6th Floor
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Copies of this report and instructional guide may be obtained from AdvancE, Pennsylvania Department of Education, 11th floor, 333 Market Street, P.O. Box 911, Harrisburg, Pa. 17108-0333.

READ WITH ME

Abstract

A family literacy curriculum designed to provide educational support for disadvantaged parents was developed by the Project Director, Christine L. Miller, an Adult Basic Education instructor. The curriculum aimed at establishing reading as a family priority, was presented at four **READ WITH ME** workshops. The workshops included, a model storyhour program, read aloud training and library use information. An Instructional Guide was developed to enable continuation of the **READ WITH ME** curriculum in the State College Area School District (SCASD) Community Education.

The target audience included: families residing at a 30-day shelter for the homeless, parents in ABE/GED/ESL classes, parents of the Chapter I program students and parents associated with a program for children from disadvantaged home settings as well as teen parents identified by SCASD Teen Parent Program.

I. INTRODUCTION

A. Background and Rationale

Parents have always been the first and most important role model for a young child's introduction to learning. The "parent as teacher" model places additional responsibility on the school district to provide parent education. The literature suggests that parent education will:

- provide motivation to attend ABE/GED classes
- increase willingness and ability of the parent to access, mobilize, or even generate the community services for children
- teach parents how to help their children learn at home

From teacher observation of adults attending ABE/GED classes, it had been noted that many students dislike reading. Students stated they do not encourage their own children to enjoy reading at a young age by reading to them, modeling reading and participating with their children in family reading activities. The goal of the **READ WITH ME** curriculum was to offer educational opportunities to support disadvantaged parents to establish reading as a family priority.

B. Objectives

1. Strengthen and support the existing ABE curriculum by the addition of a **READ WITH ME** component.
2. Promote the use of Schlow Library and the Centre County Bookmobile.

3. Enrich educational programming at a shelter for the homeless by providing instruction in family reading activities.

C. **Time Schedule**

September-October

- project planning, literature review
- coordination with Mid-State Literacy Council, the SCASD Homemaking Consultant and the Teen Parent Educator
- acquisition of former 353 projects from AdvancE, catalogs and publications related to family literacy
- development of an outline for teaching modules

October-November

- completion of teaching module "Why Read Aloud?"
- selection of stories, books and fingerplays
- selection and recruitment for first workshop
- completion of first workshop

November-December

- completion of revisions to delivery format
- coordination with Schlow Library staff to develop the library information packet and schedule library tours
- completion of teaching module "Getting Started"
- continuation of **Read With Me** storyhours at Centre House, a temporary shelter for the homeless
- preparation and printing of workshop handouts

and library information packet

January-March

- completion of teaching modules "The Best Books" and "What's At The Library?"
- recruitment for workshops
- distribution of library information packets

April-June

- presentation of workshop for ABE classes and Park Forest Day Nursery Mothers' Group
- organization of workshop teaching modules into an instructional guide
- compilation of bibliographical materials
- printing of Instructional Guide
- preparation of final report

D. Administration

This project was directed by Christine Miller, an instructor in the SCASD Adult Basic Education Program. She was responsible for the design and delivery of four **READ WITH ME** workshops, the library use information packet and the instructional guide. Margaret Welliver, Assistant Director of SCASD Community Education, supervised the project by monitoring progress, preparing the fiscal reports and helping to prepare the final report. Nancy F. Desmond, Director of SCASD Community Education, was responsible for the satisfactory completion of the project. Connie Schulz, Homemaking Consultant and Sandy Hall, Teen Parent Educator, provided valuable support and assistance in the creation of the modules and recruitment of participants. Bobbie

Bronstein, Shelter Coordinator, provided on-going support for educational programming at Centre House, a 30 day shelter for the homeless.

Bette Ann Vannice, Special Projects Secretary, provided valuable assistance with graphic and visual presentation of the teaching modules and handouts.

E. Intended Audience

Programs involved in the education of adults enrolled in ABE classes may be interested in the instructional guide, **READ WITH ME**. Copies will be available through AdvancE to assist instructors in conducting workshops and model storyhours for parents and pre-schoolers.

II. OBJECTIVES/ACTIVITIES/OUTCOMES

Each of the project objectives is followed by a description of activities and outcomes.

A. To strengthen and support the existing curriculum by the addition of a **READ WITH ME** component

- development of four workshop modules
- development of pre- and post-workshop questionnaires and handouts for each module
- compilation of songs, fingerplays and picture books
- presentation of four workshops to ABE/GED student and Park Forest Day Nursery Mothers' Group

B. To promote the use of Schlow Library and the Centre County Bookmobile by the distribution of a library information packet.

- coordination with library staff regarding parent resources and library tours
- development of a "What's at the Library?" teaching module for a **READ WITH ME** workshop
- development of a library information packet for distribution to students in ABE/GED/ESL classes and to the residents of a homeless shelter
- distribution of library card application forms at **READ WITH ME** workshops
- completion of seven guided tours of the library

C. Enrich education programming at a shelter for the homeless by providing instruction in family reading activities

- on-going presentation of **READ WITH ME** workshops at Centre House
- development of a fun-to-color reading chart for use by residents and their children during their stay at the shelter
- enhancement of the shelter's resources by the addition of parent resource text books for use by residents and shelter staff during life skill training

III. EVALUATION

The **READ WITH ME** program was evaluated by means of a pre and post questionnaire for each workshop (**Instructional Guide-Appendix A.**) This method was used in order to allow participants to focus on the material presented. Two groups of parents and children

participated in the program.

A. Ten ABE parents with pre-school children participated in the four **READ WITH ME** workshops. In each workshop, participants completed the pre- and post-questionnaire.

Evaluation questions on the post-workshop questionnaire yielded the following responses:

1. As a result of the **READ WITH ME** program, I am better able to recognize the value I place on reading.

Yes 10 No 0

2. I have learned new pre-reading activities to do with my child at home.

Yes 9 No 1

3. I am more aware of programs and materials available at the library.

Yes 10 No 0

4. I plan to repeat the activities at home.

Yes 9 No 1

B. Eighteen residents of a homeless shelter participated in the **READ WITH ME** storyhour sessions. Evaluation of the **READ WITH ME** program's effectiveness with the residents was measured by the use of a Reading Chart (**See Instructional Guide-Appendix B.**) Participants were encouraged to color balloons on the chart with their children for each day they read together. The shelter staff observed that all those who participated in the **READ WITH ME** program replicated the pre-reading activities while residing at the shelter. Ten shelter residents toured Schlow Library for the first time.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. The **READ WITH ME** program resulted in:

1. An Instructional Guide consisting of four workshop outlines complete with pre and post questionnaires, handouts, discussion topics and model storyhour. Songs, fingerplays and suggested read-aloud storybook titles were included. A parent resources bibliography is provided.

2. A library information packet.

3. Guided tours of the library for participants.

4. A Reading Chart for parents and children.

5. Four workshops for 10 parents with pre-school aged children.

6. Story Hour presentations for 18 residents at Centre House, a temporary shelter for the homeless.

B. Recommendations for the continued use of the **READ WITH ME** program are:

1. Copies of the instructional guide will be available through AdvancE.

2. The **READ WITH ME** program can be used in any adult education setting where children can be included.

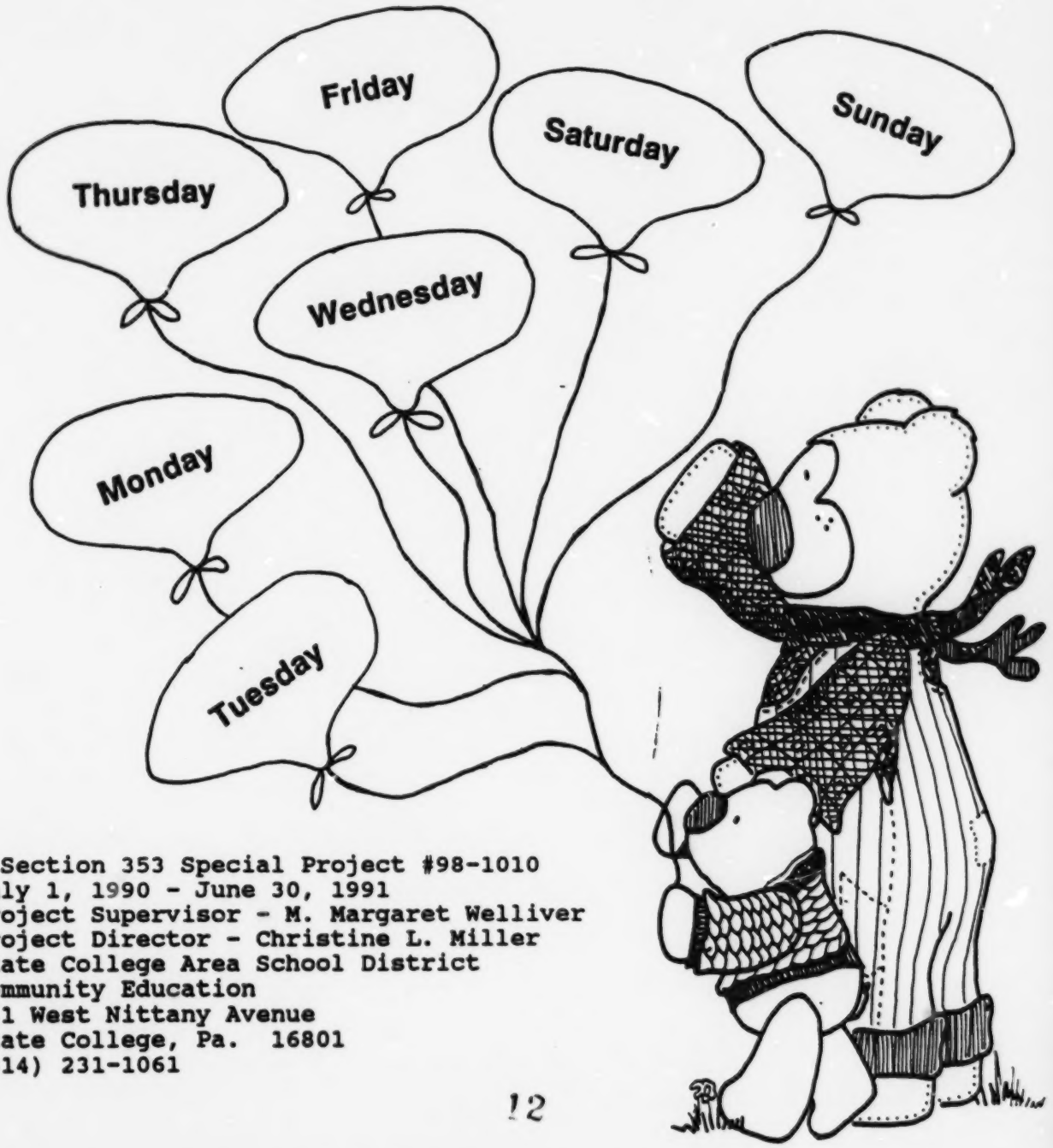
3. The **READ WITH ME** program will be incorporated in the ABE program of SCASD Community Education, parent education workshop and as part of the on-going educational programming at Centre House, a homeless shelter.

4. The **READ WITH ME** program information will be presented at the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education 1992 Mid-Winter Conference.

V. PRODUCT

READ WITH ME

An Instructional Guide



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R E A D W I T H M E

INTRODUCTION

"If we would get our parents to read with their preschool children 15 minutes a day, we could revolutionize the schools."

-Ruth Love, Superintendent of
Chicago Public Schools (1981)

The Family Literacy concept is in the forefront of Adult Basic Education programs across Pennsylvania thanks to the strong leadership of the Pennsylvania Department of Adult Basic and Literacy Education Programs. It is believed that by teaching parents to "share the joy" of reading with their children, the result will be better readers in the next generations.

The staff of the State College Area School District (SCASD) Community Education developed a participatory family literacy program that included discussion and a model storyhour program for parents and their preschool-aged children.

READ WITH ME will draw educationally-disadvantaged parents into the Adult Program by teaching prereading activities. The adult students will see and hear these activities and then replicate them at home with their children. By doing so, they will become more involved with their children's early education.

READ WITH ME program was designed to be presented in four self-contained sessions either separately or as part of continuous family literacy programing. A small degree of overlap among the workshops allowed for continuity.

Each workshop presents a topic for discussion as well as a model storyhour program. The workshops are:

Workshop I - "WHY READ ALOUD?"

Workshop II - "GETTING STARTED"

Workshop III - "THE BEST BOOKS"

Workshop IV - "WHAT'S AT THE LIBRARY?"

R E A D W I T H M E

OVERVIEW

FORMAT FOR ALL WORKSHOPS

PART A	**OPENING REMARKS AND DISCUSSION**	5-10 min.
	- Distribute Pre-Workshop Questionnaire **(Appendix A)**	
	- Discuss the topic question	15 min.
	- Distribute workshop handouts **(Appendix B)**	
	BREAK	5 min.
PART B	**STORYHOUR**	30 min.
	- A time for parents to learn new songs and fingerplays.	
	- A time for parents to listen together with their child to quality children's literature.	
PART C	**PARENTS AND CHILDREN READING TOGETHER**	30 min.
	- A time to select a book to share with your child.	
	- A time to trade children and read with another child.	
	- A time to practice the fingerplays & songs.	
	- A time to share favorite stories, rhymes and songs.	
	- Distribute Post-Workshop Questionnaire **(Appendix A)**	

R E A D W I T H M E

INSTRUCTIONAL GUIDE

WORKSHOP I - "Why Read Aloud?"

PART A - OPENING REMARKS AND DISCUSSION

FOCUS: ADULTS

1. Welcome - Registration - Nametags - Music

2. Distribute **Pre-Workshop Questionnaire**

3. Explain the schedule of events, program plan, location of restrooms and offer suggestions to guide the children's behavior.

   [It is not expected that the children remain seated and quiet during the entire workshop. During the beginning of the program, children are free to explore, play and meet other children. Parents are requested to become involved with their children during the storyhour and direct the child's attention. If need arises, children can be quietly taken from the room when their behavior is disruptive to others. Spanking and shouting at children are not permitted.]

4. Present topic question for discussion: **"Why is Reading Aloud With Young Children So Important?"**

   [Begin discussion by eliciting memories from childhood that involved stories; stories that were told verbally or read by parents, grandparents, aunts, uncles, older brothers/sisters, elementary teachers, Sunday School teachers, etc.]

5. Ask what made those memories lasting? (Offer such words as: closeness, warmth, security, good feelings...)

6. Ask for other reasons why reading together can be one of the most important things a parent and child can easily do together.

7. Take responses from the participants.

8. Add that reading can be:

   - the highlight of the day, a time to be looked forward to, a happy family time.

   - a respite or "break" for busy parents to sit down and rest without dealing with behavior problems and other household tasks.

- a time for togetherness both physically and emotionally without expectations placed on the child.

- a joyous event.

- F U N (What's wrong with that?)

- a time for interaction - unlike T.V. which does not allow the child to respond or ask questions. A person can stop reading to offer an example, evoke a memory or answer a question.

- a time for adventure, can take you to far-away places; expand your horizons.

- offer you a larger world.

- provide for intrigue (mystery, scary stories, outer space, prehistoric times).

- help a child develop listening skills.

- help a child develop an appreciation for language.

- increase vocabulary.

- allow for escape from everyday problems (boredom, fighting, loneliness)

- arouse curiosity.

- create a desire to know more.

- encourage creativity - using the imagination.

[Reading with a child allows reading to become a regular activity like riding a bicycle; something to be enjoyed rather than dreaded; something to be comfortable with rather than feared. A way to gain knowledge.

Reading aloud to a child is the most important way to give a child a comfortable, self-assured start on their long journey through formal education. (From elementary until graduation) It helps them learn to listen and is important even after a child begins to read alone.

Reading can be more enjoyable for young children when parents involve them in pre-reading activities.]

9. Have participants think about some pre-reading activities they may already be doing with their children. List responses from participants. Add the following if not mentioned: letter recognition; sequencing, (e.g. first, second, third; left to right, from top of the page to the

bottom of the page); numbers, shapes, storytelling and most importantly talking and listening to your child from an early age - day one.

10. Emphasize that listening is a skill that is learned. Before a child begins to read, he/she must be able to listen to a story read aloud by others and make a connection between stories and reading. Listening skills, like other skills can be modeled and encouraged.

11. **Distribute handout, "Are You Listening?"**

12. Ask participants to be aware of how they listen to their children during the next week.

C O M E . . . Let's take a break and then "Read With Me"! Let's have fun, let's play and sing and listen to stories together.

PART B - STORYHOUR

1. Explain to parents that this is the opportunity for them to learn new songs fingerplays and stories to use at home with their children.

2. Emphasize that all materials used are easily available to them free of cost at Schlow/Centre County Library. Begin with greetings, names, getting seated on a special carpet.

3. Begin with greetings, names, getting seated on a special carpet.

4. Signal for storyhour to begin (bell, drum beat, puppet saying "hello", etc.)

OPENING SONG

The wheels on the bus go
Round and Round; Round and Round;
Round and Round.

The wheels on the bus go
Round and Round; all around the town.

The wipers on the bus go Swish, Swish, Swish;
Swish, Swish, Swish; Swish, Swish, Swish

The wipers on the bus go
Swish, Swish, Swish; all around the town.

The horn on the bus goes Honk, Honk, Honk;
Honk, Honk, Honk; Honk, Honk, Honk

The horn on the bus goes
Honk, Honk, Honk; all around the town.

FINGERPLAYS

Two little black birds
Sitting on a hill
One named Jack
One named Jill
Fly away Jack
Fly away Jill
Come back Jack
Come back Jill

These are Grandma's glasses
This is Grandma's hat
This is the way she folds her hands
And lays them in her lap.
These are Grandpa's glasses
This is Grandpa's hat
This is how he folds his arms
Just like that!

STORY

[Children will feel more secure with a first storyhour experience if a familiar story such as, "The Three Little Bears" is read while the picture book is shown.]

ACTIVE PERIOD

Have children and adults stand and stretch and sing a song:

When cows get up in the morning
They always say "Hello"
Moo! Moo!
That's how they say "Hello"

Continue with sheep, cats, dogs, roosters, etc.

STORY

[Instructors are encouraged to read aloud stories that they are particularly comfortable with or have fond memories of in order to convey true regard for the material presented. A suggestion list of quality children's literature is included in the Bibliography.

"Over In The Meadow" is one suggestion to be used for this module because of its rhythmic quality.

Read a second story if time permits and children remain attentive.]

CLOSE STORYHOUR

Repeat opening song and have puppet hug or shake hands goodbye.

PART C - PARENTS AND CHILDREN READING TOGETHER

1. Encourage adults to choose a book from the basket of children's stories to read with their child.

2. Have adults trade children or group children so that the children can listen to another person's voice reading to them.

3. Have parent resources (handouts from SCASD Community Education) available for parents to look at including Library card information.

4. Distribute **Post-Workshop Questionnaire.**

R E A D W I T H M E

INSTRUCTIONAL GUIDE

WORKSHOP II - "Getting Started"

PART A - OPENING REMARKS AND DISCUSSION

FOCUS: ADULTS

1. Welcome - Registration - Nametags - Music - Registration

2. Distribute **Pre-Workshop Questionnaire**

3. Explain the schedule of events, program plan, location of restrooms and offer suggestions to guide the children's behavior.

4. Present topic question for discussion: **"How To Get Started With A Family Reading Routine?"**

5. Ask participants how they can start making their family a "reading family" when their children are very young.

6. Share a few excuses: "I don't have time"; "I'm not good at reading aloud"; "My kid won't sit still"; "I don't have any good books"; "I don't enjoy reading"; and the unvoiced "I can't read".

7. Explore the idea that reading activities can start without books. After taking suggestions, offer such tips as:

   - Singing ABC's
   - Telling stories to their children
   - Modeling adult reading during quiet play (that is, let your child see you read)
   - Developing interest in words by reading aloud such things as recipes, headlines, comics
   - Showing your child letters and the printed word on such things as cereal boxes, letters, phone books, magazines

8. Encourage parents to take a stand against unlimited television watching. Emphasize that television does not take the place of reading. Have participants talk about the differences between reading and watching TV.

9. Add:

   - television is less personal

   - reading allows a child to create a mental picture, television does not.

   - watching television is not a shared activity, there is no time for questions, explanations, adding additional information, memories or experiences.

   - television segments are often so short that children are not taught to develop a longer attention span.

10. **Distribute handout, "Watching As They Grow".**

   - Discuss stage and how children learn - through interaction with their environment, not by being told about it. Reading together and enjoying games and songs with your child is interaction.

PART B - STORYHOUR

1. Explain to parents that this is the opportunity for them to learn new songs, fingerplays and stories to use at home with their children.

2. Emphasize that all materials are easily available to them free of cost at Schlow/Centre County Library.

3. Begin with greetings, names, getting seated on a special carpet.

4. Signal for storyhour to begin (bell, drum beat, puppet saying "hello", etc.

OPENING SONG

Repeat the familiar Bus Song from Workshop I or use all or part of the following variation:

THE WHEELS ON THE CAR

The wheels on the car go round and round; round and round; round and round.
The wheels on the car go round and round; All through the town.
The people in the car buckle their belts; buckle their belts; buckle their belts, etc.
The radio in the car goes sing, sing, sing; sing, sing, sing; sing, sing, sing, etc.
The locks in the car go click, click, click; click, click, click; click, click, click, etc.
The windows in the car roll up and down; up and down; up and down, etc.
The wipers in the car go swish, swish, swish; swish, swish, swish; swish, swish, swish, etc.
The horn in the car goes honk, honk, honk; honk, honk, honk; honk, honk, honk, etc.
The lights in the car go on and off, on and off, on and off, etc.
The door in the car goes open and shut, open and shut, open and shut, etc.
The children in the car go "Talk, talk, talk", etc.

The parents in the car go "Listen, listen, listen", etc.
The wheels on the car go round and round, round and round, round and round, etc.
The wheels on the car go round and round
All through the town, etc.

FINGERPLAYS

STRETCH UP HIGH

Stretch up high
Stretch down low
Raise your arms
And away we go.

Make a circle in the air
Now the other – do the same
And jump up off the ground.

We like to bend
We like to stretch
We make our muscles strong
Bend, stretch
Bend, stretch
All the whole day long
First I bend my knees
Then I stand up tall.
Down, up; down, up.
Like a rubber ball.
First I'm short.
Then I'm tall.

OPEN THEM, SHUT THEM

Open them, shut them.
Open them, shut them
Give your hands a clap.
Open them, shut them
Put them in your lap.
Creep them, crawl them
Right up to your chin.
Open up your little mouth
But do not put them in.

STORY

[The second story hour is a good time to show children and parents how to take care of books. The demonstration should include these suggestions:

- We should have clean hands to keep our books nice and clean.
- We should open books carefully and turn the pages from the corner.
- When we are finished with a book, we should return it to where it belongs (Do you have a special place you keep library books at home?)
- When we check books out of the library, we should mark the due date on the calendar and return it on time. Then we can check out some other books.]

ACTIVE PERIOD

The Dance of the Shaggy Bear (children follow action as the story is told.)

The bear crawls out of his cave.
He yawns and stretches.
He looks around, then turns around one time.
He shambles off through the forest.
The bear stops to catch some fish with his paws.
Smack! (Smack with your hands)
He shambles off again.
He looks around and turns round two times.
He yawns and stretches
Then he crawls back into his cave for a snooze.

STORY

[A second story read aloud while the picture book is shown is also selected from the theme book list.]

CLOSE STORYHOUR

Repeat opening song and have puppet hug or shake hands goodbye.

PART C - PARENTS AND CHILDREN READING TOGETHER

1. Encourage adults to choose a book from the basket of children's stories to read with their child.

2. Have adults trade children or regroup children so that the children can listen to another voice reading with them.

3. Have parent resources (handouts from SCASD Community Education) available for children to look at, including Library card information.

4. Distribute **Post-Workshop Questionnaire.**

R E A D W I T H M E

INSTRUCTIONAL GUIDE

WORKSHOP III - "The Best Books"

PART A - OPENING REMARKS AND DISCUSSION

FOCUS: ADULTS

1. Welcome - Registration - Nametags - Music - Registration
2. Distribute **Pre-Workshop Questionnaire**
3. Explain the schedule of events, program plan, location of restrooms and offer suggestions to guide the children's behavior.
4. Present topic question for discussion: **"What are the Best Books to Read Together?"**
5. Begin discussion by having parent share title of the books they like to read aloud and the books their children like to listen to.
6. **Distribute handout, "Reading Together Tips".**
7. Go over handout with participants.
8. Have participants discuss what does work for them regarding a family reading routine. Suggest:
   - Reading after lunch or school as a means of unwinding and closeness.
   - Bedtime reading for end of the day relaxation.
   - One parent or other adult or older child reading while the evening meal is being prepared (turn off the TV!)
   - Reading when a child is interested in something in particular (gaining new knowledge starts early).
   - Reading to help solve a particular behavioral problem. Joy Wilt Berry has written read-aloud books for addressing problem behaviors.
9. Emphasize that children like to hear books many times because they get something new out of them with each reading.
10. Have several books chosen from the booklist on hand to demonstrate some favorite books recommended by librarians, teachers and parents.

11. Explain the marking code Schlow Library uses to designate: Toddler books, Holiday books, Reading Rainbow books, Caldecott Medal books.

12. Continue discussion by asking if anyone knows what a predictable book is.

    [Predictable books are books that feature natural language and consistent sentence patterns with which children are familiar.

    Predictable books introduce children to:

    - rhyme
    - rhythm
    - repetition of language
    - repeated or cumulative story events

    A child's understanding increases when they hear familiar patterns, can predict or guess the story and have their prediction confirmed.

    This positive experience encourages young readers' love of books.]

C O M E . . . Let's take a break and then "Read with Me"! Let's have fun, let's play and sing and listen to stories together.

PART B - STORYHOUR

1. Explain to parents that this is the opportunity for them to learn new songs, fingerplays and stories to use at home with their children.

2. Emphasize that all materials used are easily available to them free of cost at Schlow/Centre County Library.

3. Begin with greetings, names, getting seated on a special carpet.

4. Signal for storyhour to begin (bell, drum beat, puppet saying "hello", etc.)

OPENING SONG

Repeat now favorite Bus Song. Ask children for suggestions for new verses and try those.

FINGERPLAYS

WHERE IS THUMBKIN?

Where is Thumbkin?
Where is Thumbkin?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Pointer?
Where is Pointer?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Tall Man?
Where is Tall Man?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Ring Man?
Where is Ring Man?
Here I am, here I am.
How are to today?
Very well, thank you.
Go away, go away.

Where is Small Man?
Where is Small Man?
Here I am, here I am.
How are to today?
Very well, thank you.
Go away, go away.

FIVE LITTLE BABIES

One little baby
Rocking in a tree.
Two little babies
Splashing in the sea.
Three little babies
Crawling on the floor.
Four little babies
Banging on the door.
Five little babies
Playing hide and seek.
keep your eyes closed tight now,
Until I say...PEEK!

STORY

Choose one or two books from the Suggested Books List in the Bibliography. Read aloud while the picture book is shown.

ACTIVE PERIOD

SONG

FIVE GREEN AND SPECKLED FROGS - Have children and parents stand, eat and jump with the words of the song.

Five green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs, YUM, YUM!
One jumped into the pool
Where it was very cool.
Now there are four green, speckled frogs.

Four green and speckled frogs, etc.
Three...
Two...
One.

STORY

Children should be able to listen to one or two additional short stories or one longer story read aloud while the picture book is shown.

CLOSE STORYHOUR

Repeat opening song -- have puppet talk to the children for awhile about the books they like to read at home. Say goodbye with a hug or a handshake.

PART C - PARENTS AND CHILDREN READING TOGETHER

1. Encourage adults to choose a book from the basket of children's stories to read with their child.

2. Have adult trade children or re-group children so that the children can listen to another voice reading with them.

3. Have parent resources (handouts from SCASD Community Education) available for parents to look at including Library card information.

4. Distribute **Post-Workshop Questionnaire.**

R E A D W I T H M E

INSTRUCTIONAL GUIDE

WORKSHOP IV - "What's At The Library?"

PART A - OPENING REMARKS AND DISCUSSION

FOCUS: ADULTS

1. **Welcome - Registration - Nametags - Music**

2. **Distribute Pre-Workshop Questionnaire**

3. **Explain the schedule of events, program plan, location of restrooms and offer suggestions to guide the children's behavior.**

4. **Present topic question for discussion: "What's at the Library?"**

   [Ideally this workshop should take place at Schlow Library or include a tour of the library or bookmobile at a future date. Arrangements for a tour can be made in advance by calling the library at 237-6236. If the library is unable to provide a guided tour, the instructor should be familiar enough with the library to escort the group through Schlow Library pointing out specific examples of parent resources, material, books, tapes, computers, toys, magazines, puzzles, puppets, etc.

   If a library tour is scheduled to take place at a future date, the following discussion guide will give participants information about the resources available to them at Schlow/Centre County libraries.]

5. **Distribute the Library Information Packet.**

6. **Ask participants if they know where the library is located.**

7. **Explain to the participants how they would find out where and when the bookmobile stops. [If a TV is available, demonstrate the schedule information aired on C-NET, the government educational access channel in Centre County.]**

8. **Ask participants:**

   - **Have you ever been inside the library?**

   - **When was the last time?**

   - **Do you have a library card?**

   - **Is it current?**

9. **Distribute and complete library card application.**

   Continue discussion with topic question, **"What's at the Library?"**

10. Use the library information packet to discuss items that can be borrowed with a library card and the return policy.

    [At Schlow Memorial Library, items may be checked out at the front desk for a loan period of three weeks. Items may be returned at the book drop after regular library hours unless marked "return to desk".

    Videos are checked out at the front desk as well for two nights at a cost of $1.00. They must be returned on the due date. They may be returned in the evening or before the library opens at the book drop as well.]

11. Emphasize the following library resource tips for parents:

    - [Computers, similar to the one in the adult literacy classroom are available to use with your children in the Children's Library.

    - Parent resources are found in two locations in Schlow Memorial Library, both upstairs in catalog under the 649 call number and in the Children's Library.

    - The Children's Librarians are people-friendly --ask them for help.]

COME . . . Let's take a break and then "Read With Me". Let's have fun, let's play and sing and listen to stories together.

PART B - STORYHOUR

1. Explain to parents that this is the opportunity for them to learn new songs, fingerplays and stories to use at home with their children.

2. Emphasize that all materials used are easily available to them free of cost at Schlow/Centre County Libraries.

3. Begin with greetings, names, getting seated on a special carpet.

4. Signal for storyhour to begin (bell, drum beat, puppet saying "hello", etc.)

OPENING SONG

Repeat the Bus Song from previous storyhours (children and parents should be comfortable and eager to sing this familiar song by the third storyhour).

FINGERPLAYS

Winter Theme

SNOWFLAKES

Merry little snowflakes
Falling through the air,
Resting on the steeple
And the tall trees everywhere
Covering the roofs and fences,
Capping the hillside
Where we like to coast.

Merry little snowflakes
Do their very best
To make a soft, white blanket
So buds and flowers may rest.
But when the bright spring sunshine
Says it's come to stay,
Those merry little snowflakes
Quickly run away.

THE SNOWMAN

Roll him and roll him until he is big
Roll him until he is fat as a pig.
He has two eyes and a hat on his head.
He'll stand there all night.
While we go to bed.

STORY

By the fourth storyhour many children will be able to listen to a longer story. Choose a favorite winter theme book.

ACTIVE PERIOD

Talk about a visitor coming for the holidays, then form a circle to act out and sing:

SHE'LL BE COMING ROUND THE MOUNTAIN

She'll be coming round the mountain when she comes.
She'll be coming round the mountain when she comes.
She'll be coming round the mountain
She'll be coming round the mountain
She'll be coming round the mountain
When she comes! (shout) TOOT, TOOT!

She'll be driving six white horses when she comes.
She'll be driving six white horses when she comes.
She'll be driving six white horses
She'll be driving six white horses
She'll be driving six white horses
When she comes! WHOA, BACK! TOOT, TOOT!

Oh, we'll all go out to meet her when she comes.
Oh, we'll all go out to meet her when she comes.
Oh, we'll all go out to meet her
Oh, we'll all go out to meet her
Oh, we'll all go out to meet her
When she comes! HOW DO! WHOA, BACK! TOOT, TOOT!

And we'll all have chicken & dumplings when she comes.
And we'll all have chicken & dumplings when she comes.
And we'll all have chicken & dumplings,
And we'll all have chicken & dumplings,
And we'll all have chicken & dumplings,
When she comes! YUM, YUM! HOW DO! WHOA, BACK! TOOT, TOOT!

She'll be wearing red pajamas when she comes.
She'll be wearing red pajamas when she comes.
She'll be wearing red pajamas
She'll be wearing red pajamas
She'll be wearing red pajamas
When she comes.
SCRATCH, SCRATCH!
YUM, YUM!
HOW DO!
WHOA, BACK!
TOOT, TOOT!

CLAP YOUR HANDS

Clap your hands, clap your hands
Clap them just like me.
Touch your shoulders, touch your shoulders, touch them just like me.
Tap your knees, tap your knees, tap them just like me.
Shake your head, shake your head, shake it just like me.
Clap your hands, clap your hands.
Now let them be quiet.

STORY

Read a second story aloud while the picture book is shown.

CLOSE STORYHOUR

Repeat opening song and have puppet hug or shake hands goodbye.

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PART C - PARENTS AND CHILDREN READING TOGETHER

1. Encourage adults to choose a book from the basket of children's stories to read with their child.

2. **Distribute handout with words of Fingerplays and Songs.**

3. Have adults trade children or re-group children so that the children can listen to another voice reading with them.

4. Have parent resources (handouts from SCASD Community Education) available for parents to look at including Library card information.

5. Distribute **Post-Workshop Questionnaire.**

APPENDIX A

Pre and Post Questionnaires

Workshop I

Workshop II

Workshop III

Workshop IV

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"WHY READ ALOUD?"

WORKSHOP I

PRE-QUESTIONNAIRE

1.	Listening is a skill.	T	F
2.	A child can learn listening skills before he/she enters school.	T	F
3.	Reading to my child, even after my child begins to read alone, is one way I can help my child be a good reader.	T	F

"WHY READ ALOUD?"

WORKSHOP I

POST-QUESTIONNAIRE

1. Listening is a skill. T F

2. A child can learn listening skills before he/she enters school. T F

3. Reading to my child, even after my child begins to read alone, is one way I can help my child be a good reader. T F

As a result of the READ WITH ME program,

I am better able to recognize the value I place on reading. YES NO

I have learned new pre-reading activities to do with my child at home. YES NO

I am more aware of programs and materials available at the library. YES NO

I plan to repeat the activities at home. YES NO

Comments:

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"GETTING STARTED"

WORKSHOP II

PRE-QUESTIONNAIRE

1. Children learn best by being told about things. T F

2. Watching TV helps my child become a good reader. T F

3. Family reading routines can be started without books (song, storytelling, etc.). T F

"GETTING STARTED"

WORKSHOP II

POST QUESTIONNAIRE

1. Children learn best by being told about things. T F

2. Watching television helps my child become a T F
a good reader.

3. Family reading routines can be started without T F
books (songs, storytelling, etc.).

As a result of the READ WITH ME PROGRAM I am better able to recognize the value I place on reading. YES NO

I have learned new pre-reading activities to do with my child at home. YES NO

I am more aware of programs and materials available at the library. YES NO

I plan to repeat the activities at home. YES NO

COMMENTS:

"THE BEST BOOKS"

WORKSHOP III

PRE-QUESTIONNAIRE

1. Reading aloud should always be done by the same parent. T F

2. Reading aloud becomes easier with practice. T F

3. A family reading routine takes place at bedtime for 30 minutes. T F

"THE BEST BOOKS"

WORKSHOP III

POST QUESTIONNAIRE

1. Reading aloud should always be done by the same parent. T F

2. Reading aloud becomes easier with practice. T F

3. A family reading routine takes place at bedtime for 30 minutes. T F

As a result of the READ WITH ME program, I am better able to recognize the value I place on reading. YES NO

I have learned new pre-reading activities to do with my child at home. YES NO

I am more aware of programs and materials available at the library. YES NO

I plan to repeat the activities at home. YES NO

COMMENTS:

"WHAT'S AT THE LIBRARY?"

WORKSHOP IV

PRE-QUESTIONNAIRE

1.	I know where Schlow Library is located.	T	F
2.	Schlow Library has parent reference material located at call number 649.	T	F
3.	A Library Card will cost me $5.00 a year.	T	F

"WHAT'S AT THE LIBRARY?"

WORKSHOP IV

POST QUESTIONNAIRE

1. I know where Schlow Library is located.	T	F
2. Schlow Library has parent reference material located at call number 649.	T	F
3. A Library Card will cost me $5.00 a year.	T	F

As a result of the READ WITH ME program, I am better able to recognize the value I place on reading.	YES	NO
I have learned new pre-reading activities to do with my child at home.	YES	NO
I am more aware of programs and materials available at the library.	YES	NO
I plan to repeat the activities at home.	YES	NO

COMMENTS:

APPENDIX B

Workshop Handouts

I "Are You Listening"

II "Watching As They Grow"

III "Reading Together Tips"

IV Library Information Packet
Read With Me - Reading Chart
Songs and Fingerplays

HANDOUT
Workshop I

ARE YOU LISTENING?
A Checklist

Generally Speaking...	Almost Always	Usually	Occasionally	Seldom	Almost Never
1. Do you like to listen to children?	5	4	3	2	1
2. Do you encourage children to talk?	5	4	3	2	1
3. Do you listen even if you may not like the child who is talking?	5	4	3	2	1
4. Do you listen equally well whether the child is a boy or a girl?	5	4	3	2	1
5. Do you listen equally well to your child, friends, acquaintances, strangers?	5	4	3	2	1
Actions:					
6. Do you look at him/her?	5	4	3	2	1
7. Do you smile, nod your head, and otherwise encourage him/her to talk?	5	4	3	2	1
8. Do you try to figure out what he/she means?	5	4	3	2	1
9. Do you let him/her finish what he/she is saying?	5	4	3	2	1
10. If he/she hesitates, do you encourage him/her to continue on?	5	4	3	2	1
11. Do you withhold judgment about his/her idea until he/she is finished?	5	4	3	2	1
12. Do you question him/her in order to get	5	4	3	2	1

HANDOUT
Workshop II

WATCHING AS THEY GROW

Children develop at their own pace. Use this chart as a guide for what to expect.

INFANT

- Cries
- Sleeps
- Learns by touching, tasting, smelling, seeing and hearing the world around him/her

6 MONTHS - 1 YEAR

- Holds head up
- Sits alone
- Crawls
- Makes sounds like "da-da", "bye-bye", etc.
- Plays, repeats sounds and actions of others
- Understands many words
- Starting to walk

2 YEAR-OLD

- Says many words; especially, "NO", "MINE"
- Combines words; "MORE JUICE"
- Is expressive (anger, love, happiness)
- Is energetic

3 YEAR-OLD

- Tries to please
- Is attentive when spoken to
- Enjoys playing with other children
- Loves stories, games, songs
- Has a rapidly growing vocabulary
- Is understood by others

4 YEAR-OLD

- Asks many questions, talks a lot
- Can be bossy
- Wants friends
- Has a good self-concept
- Tells stories
- Likes to pretend
- Enjoys experimenting with words
- Can follow directions

HANDOUT
Workshop III

READING TOGETHER TIPS

Short and Sweet

- Start young, use rhymes and song and brightly-colored toddler books.
- Read often in short time periods, 5 minutes or less to start and increase time as the child learns to listen.
- Reading aloud becomes easier with practice. Try to be expressive by changing your voice for different characters in the story (the kids will love it!).

Time and Place

- Try to establish one regular time for reading each day. Many families prefer bedtime.
- Don't limit reading to bedtime only. Try turning off the TV and tuning into books.

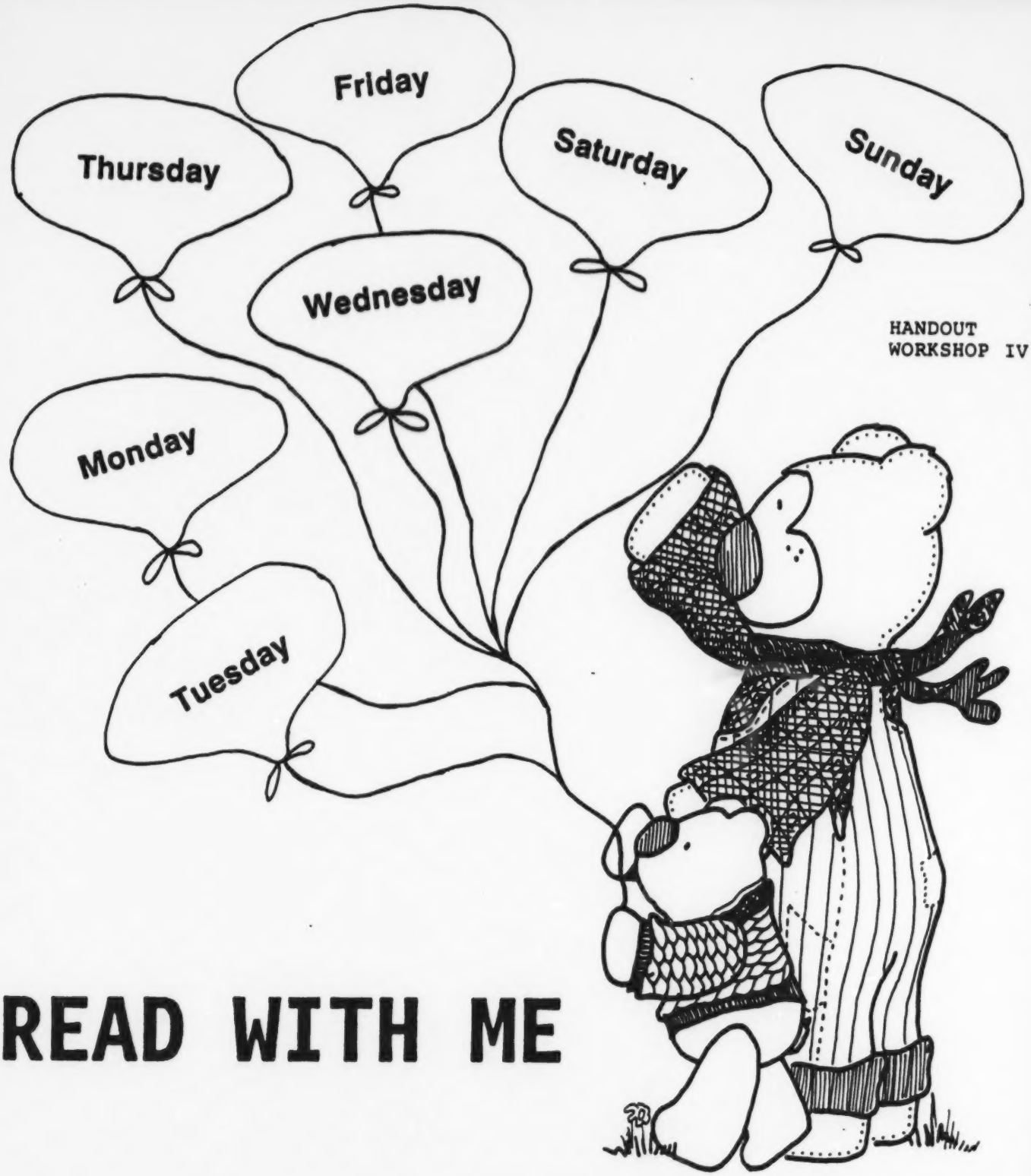
Don't Rush

- Reading is to be enjoyed. Take time to get settled, to ask and answer a few questions, to imagine yourself as the character in the book.
- Start with picture books and build up to longer storybooks and novels.
- Don't read too fast. A child likes to build a mental picture of the story.

Togetherness

- Let the child turn the page, finish the sentence.
- Sit close while you read.
- Find out what works in your family.
- Fathers, get involved -- it's important for children to hear books read by men as well as women.

P R E S E N T R E A D I N G P O S I T I V E L Y ! !



HANDOUT
WORKSHOP IV

READ WITH ME

Every day is a reading day.
Color in the balloons if you read together that day!

HANDOUT
WORKSHOP IV

SONGS AND FINGERPLAYS

OPENING SONG

The wheels on the bus go
Round and Round; Round and Round;
Round and Round.

The wheels on the bus go
Round and Round; all around the town.

The wipers on the bus go Swish, Swish, Swish;
Swish, Swish, Swish; Swish, Swish, Swish

The wipers on the bus go
Swish, Swish, Swish; all around the town.

The horn on the bus goes Honk, Honk, Honk;
Honk, Honk, Honk; Honk, Honk, Honk

The horn on the bus goes
Honk, Honk, Honk; all around the town.

When cows get up in the morning
They always say "Hello"
Moo! Moo!
That's how they say "Hello"

Continue with sheep, cats, dogs, roosters, etc.

FINGERPLAYS

Two little black birds
Sitting on a hill
One named Jack
One named Jill
Fly away Jack
Fly away Jill
Come back Jack
Come back Jill

These are Grandma's glasses
This is Grandma's hat
This is the way she folds her hands
And lays them in her lap.
These are Grandpa's glasses
This is Grandpa's hat
This is how he folds his arms
Just like that!

SONGS AND FINGERPLAYS

OPENING SONG

THE WHEELS ON THE CAR

The wheels on the car go round and round; round and round; round and round.
The wheels on the car go round and round; All through the town.
The people in the car buckle their belts; buckle their belts; buckle their belts, etc.
The radio in the car goes sing, sing, sing; sing, sing, sing; sing, sing, sing, etc.
The locks in the car go click, click, click; click, click, click; click, click, click, etc.
The windows in the car roll up and down; up and down; up and down, etc.
The wipers in the car go swish, swish, swish; swish, swish, swish; swish, swish, swish, etc.
The horn in the car goes honk, honk, honk; honk, honk, honk; honk honk, honk, etc.
The lights in the car go on and off, on and off, on and off, etc.
The door in the car goes open and shut, open and shut, open and shut, etc.
The children in the car go "Talk, talk, talk", etc.
The parents in the car go "Listen, listen, listen", etc.
The wheels on the car go round and round, round and round, round and round, etc.
The wheels on the car go round and round
All through the town, etc.

FINGERPLAYS

STRETCH UP HIGH

Stretch up high
Stretch down low
Raise your arms
And away we go.

Make a circle in the air
Now the other -- do the same
And jump up off the ground.

We like to bend
We like to stretch
We make our muscles strong
Bend, stretch
Bend, stretch
All the whole day long
First I bend my knees
Then I stand up tall.
Down, up; down, up.
Like a rubber ball.
First I'm short.
Then I'm tall.

OPEN THEM, SHUT THEM

Open them, shut them.
Open them, shut them
Give your hands a clap.
Open them, shut them
Put them in your lap.
Creep them, crawl them
Right up to your chin.
Open up your little mouth
But do not put them in.

SONGS AND FINGERPLAYS

OPENING SONG

FIVE GREEN AND SPECKLED FROGS

Five green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs, YUM, YUM!
One jumped into the pool
Where it was very cool.
Now there are four green, speckled frogs.

Four green and speckled frogs, etc.
Three...
Two...
One.

FINGERPLAYS

WHERE IS THUMBKIN?

Where is Thumbkin?
Where is Thumbkin?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Pointer?
Where is Pointer?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Tall Man?
Where is Tall Man?
Here I am, here I am.
How are you today?
Very well, thank you.
Go away, go away.

Where is Ring Man?
Where is Ring Man?
Here I am, here I am.
How are to today?
Very well, thank you.
Go away, go away.

Where is Small Man?
Where is Small Man?
Here I am, here I am.
How are to today?
Very well, thank you.
Go away, go away.

FIVE LITTLE BABIES

One little baby
Rocking in a tree.
Two little babies
Splashing in the sea.
Three little babies
Crawling on the floor.
Four little babies
Banging on the door.
Five little babies
Playing hide and seek.
keep your eyes closed tight now,
Until I say...PEEK!

FINGERPLAYS

SNOWFLAKES

Merry little snowflakes
Falling through the air,
Resting on the steeple
And the tall trees everywhere
Covering the roofs and fences,
Capping the hillside
Where we like to coast.

Merry little snowflakes
Do their very best
To make a soft, white blanket
So buds and flowers may rest.
But when the bright spring sunshine
Says it's come to stay,
Those merry little snowflakes
Quickly run away.

THE SNOWMAN

Roll him and roll him until he is big
Roll him until he is fat as a pig.
He has two eyes and a hat on his head.
He'll stand there all night.
While we go to bed.

SONGS

SHE'LL BE COMING ROUND THE MOUNTAIN

She'll be coming round the mountain when she comes.
She'll be coming round the mountain when she comes.
She'll be coming round the mountain
She'll be coming round the mountain
She'll be coming round the mountain
When she comes! (shout) TOOT, TOOT!

She'll be driving six white horses when she comes.
She'll be driving six white horses when she comes.
She'll be driving six white horses
She'll be driving six white horses
She'll be driving six white horses
When she comes! WHOA, BACK! TOOT, TOOT!

Oh, we'll all go out to meet her when she comes.
Oh, we'll all go out to meet her when she comes.
Oh, we'll all go out to meet her
Oh, we'll all go out to meet her
Oh, we'll all go out to meet her
When she comes! HOW DO! WHOA, BACK! TOOT, TOOT!

And we'll all have chicken & dumplings when she comes.
And we'll all have chicken & dumplings when she comes.
And we'll all have chicken & dumplings,
And we'll all have chicken & dumplings,
And we'll all have chicken & dumplings,
When she comes! YUM, YUM! HOW DO! WHOA, BACK! TOOT, TOOT!

She'll be wearing red pajamas when she comes.
She'll be wearing red pajamas when she comes.
She'll be wearing red pajamas
She'll be wearing red pajamas
She'll be wearing red pajamas
When she comes.
SCRATCH, SCRATCH!
YUM, YUM!
HOW DO!
WHOA, BACK!
TOOT, TOOT!

CLAP YOUR HANDS

Clap your hands, clap your hands
Clap them just like me.
Touch your shoulders, touch your shoulders, touch them just like me.
Tap your knees, tap your knees, tap them just like me.
Shake your head, shake your head, shake it just like me.
Clap your hands, clap your hands.
Now let them be quiet.

APPENDIX C

Bibliography

Project Resources

Suggested Book List

Parent Resources

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AdvancE	AE 2,100 - 40A	Kenan Trust Guidebook
AdvancE	AE 2,100 - 56A	Helping Adults Learn Family Literacy: The Learning Triangle
AdvancE	AE 2,100 - 56B	User Guide
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